



Gellifaelog Primary School **Positive Behaviour Policy**



Vision

All children are nurtured to EXCEL at Gellifaelog Primary School. We engage our learners in an authentic, purposeful education, helping them to become independent, resilient individuals who share a love of lifelong learning. We provide the knowledge, skills and experiences needed for each individual's learning journey; setting them up to succeed in their everyday lives. We aim to give learners a safe, happy space; where a sense of belonging is embedded throughout the school and the community. Through our curriculum, we support our learners to realise their potential to be ambitious, capable learners; healthy, confident individuals; creative, enterprising contributors and ethical, informed citizens of Wales and the wider world.



Our Motto is: Together We EXCEL.

Excellent

eXciting

Creative

Engaging

Learning

This is how we want every moment of the day to be for children, adults and those that engage with our school!

Rationale

All staff at Gellifaelog Primary School are committed to the belief that the school does not 'just expect pupils to behave well', but that we have a responsibility through our ethos and organisation to positively encourage the desired behaviours. We understand that all behaviour is communication and sometimes these behaviours are reflective of their lives outside school. The children bring to school a wide variety of behavioural patterns based on differences in home values, culture, attitudes and parenting skills. As a school we must therefore work towards standards of behaviour based on the basic principles of: honesty, respect, co-operation, kindness, tolerance, consideration, self discipline, independence and responsibility.

The school accepts and strives towards standards of behaviour, which reflects these principles. To enable all pupils to become active participants in the learning process, all pupils need to develop the Personal and Social Skills necessary to achieve this. **The children's learning must be understood developmentally and** the school acknowledges that as with other skills, pupils are at different stages of skill development in PSE and need therefore to be placed on a continuum at the appropriate level in order to provide the applicable level of skill to ensure progress is sustained and behavioural skills are taught.

At Gellifaelog Primary School, we will determine the boundaries of acceptable and behaviour that challenges and the procedures that will come into force if behaviour is deemed unacceptable and the hierarchy of rewards and sanctions which will support this. We wish to maintain a family ethos in the school that emphasises these values.

We believe in the growth of identity as both an aim in its own right and a necessary precondition to academic learning.



We also support the need to teach and develop Emotional Literacy.

In a climate of academic targets and comparisons between schools, we seek not to lose sight of whole-child thinking and holistic development

Behavioural Aims

The aims of this policy are to create nurturing environment conducive to the holistic development of the child and personal achievement by:

- Creating an orderly, safe and efficient learning environment, where the classroom offers a safe base
- Raising Self Esteem
- Promoting consideration and respect for others in the environment
- Fair and consistent treatment of children in a caring community
- Teaching the relevant Personal and Social Skills
- Enabling everyone to know the required behaviours and what is expected of them
- Reduction of stress amongst staff

Prerequisites

Good behaviour can be maintained only when:

- Ensure that relationships between adults and children are supportive of each other's feelings and needs.
- The curriculum is relevant, engaging and exciting and matched to the individual's needs.
- Classroom management has been carefully considered, with pupil involvement, and is clearly communicated.
- Whole school organisation is considered and reviewed as necessary.
- A shared system of procedures and techniques gives teachers the support they need.

Role of Staff

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to: with realistic expectations;

- Focus on the behaviour and not the child – accurate description and not stereotyping statements.
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment; create a positive climate



- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability; show appreciation of the efforts and contribution of all.
- Ensure good behaviour and efforts are acknowledged systematically
- Minimise attention given to behaviour that challenges
- Attempt to identify and address the underlying causes of behaviour that challenges. ie the need not being met
- Develop the 'affective' curriculum through our listening systems – especially Circle Time where all pupils are able to talk about themselves, their concerns and their feelings
- Create a safe and predictable environment
- Teach the personal and social skills required to participate fully in the school
- Avoid humiliating pupils and deal discretely with behaviour that challenges
- Involve pupils in the creation and annual review of the policy
- Ensure that pupils are given opportunities to put things right. ie making up is more important than messing up
- Ensure the policy is known and supported by parents, governors and non-teaching staff.
- If staff are experiencing incidents of behaviour that challenges from a pupil, the class teacher will inform parents verbally and initiate dialogue over the issues surrounding the behaviour.
- Parents will be asked to support the child and the school in changing the behaviour. It is important to make this contact with parents so that should the situation worsen they will already be aware of underlying concerns.
- Understand the importance of transition in children's lives.
- Language is a vital means of communication.
- The importance of nurture for the development of wellbeing.
- The classroom offers a safe base.
- All behaviour is communication.
- Children's learning is understood developmentally.

Through such practices we want to:

- encourage pupils to understand that their actions have an effect on the school community and the wider world
- encourage an awareness of personal choices and responsibility for one's actions – to become self disciplined
- build and maintain positive relationships with pupils

Pupils identify strongly with the school and are proud to be a part of it.

Role of Governors

Governors review and monitor the behaviour policy and procedures drawn up by the Head teacher, staff and pupils.

Role of Leadership Team



To oversee and monitor the School's Behaviour Policy working alongside staff and pupils. Only the Headteacher can make the decision to exclude a pupil whether temporary or permanent. In the Head's absence, the Deputy can exclude for the day but the Headteacher will need to exclude for a longer period.

At Gellifaelog we have a Behaviour Team that consists of James Voros, Lauren Waythe, Kayleigh Eynon (PBS Lead), Katie Jones (ALNCo)

Gellifaelog's Rules

Gellifaelog's Rules (Appendix 1) have been designed to make clear to the children how they can achieve acceptable standards of behaviour.

Gellifaelog's Rules:

- **Were designed by the pupils themselves** (Head Boy, Head Girl, Deputy Head Boy, Deputy Head Girl and School Council)
- Are the **FIRST** thing that attention is given for in the class and school.
- Will reflect the desired ethos and culture of the school
- Are moral rules for life and kept to a necessary minimum;
- Are clear and easy to understand
- Are positively stated, telling the children what to do rather than what not to do;
- Are comprehensive
- Actively encourage everyone involved to take part in their development;
- Have a clear rationale, made explicit to all;
- Are consistently applied and enforced;
- Are taught to pupils
- Are discussed in Circle Time
- Are achievable
- Promote the idea that every member of the school has responsibilities towards the whole school behaviour policy
- Pupils with complex additional needs will need to work towards the school's rules at an appropriate level

Teaching the Rules

We as a school do not assume that all pupils will understand and follow a rule in the same way or according to expectations.

All rules are therefore taught and re taught to pupils throughout the year and become embedded as part of the school ethos.

These are taught and in addition to this teacher's will create Classroom Charter bespoke to their classroom.



The way rules, rewards and sanctions are displayed and taught will vary depending upon the ages of the pupils. For younger pupils, classes display visuals so children can 'see' expected behaviour. Should a pupil exhibit inappropriate behaviour, the vocabulary of our rules is used 'you are not being safe, thank you _____ for being respectful'.

Instructions

Gellifaelog's rules are in effect at all times and all members of staff implement a consistent approach and embed them in the school ethos.

We as a school do not assume that all pupils will follow an instruction given in the same way or according to expectations. All instructions are therefore taught and re taught to pupils at the beginning of the year until all pupils know the expected behaviour in all situations. ***Our aim is for all pupils to succeed.*** Staff are encouraged at all times to speak to children appropriately, themselves always being the model and the mantra is always 'speak to the children the way you want your child, yourself to be spoken to'

There are instructions needed for academic activities, which teachers need to think about prior to application, these include:

Special Instructions

- When the fire drill bell rings
- When the class goes to Assembly
- When the class goes on a Visit out of school
- When the class does PE in the hall or yard

Dojo Reward System

The Dojo system is an online tracker/reward system for positive contributions to school linked to the school rules. Staff can give out dojo points but this is not shared with parents.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failure. We believe that rewards should:

- Have a motivational role, helping children to see that good behaviour is valued.
- Approve of, recognise and reinforce good behaviour and genuine achievement
- Reflect and contribute to the ethos of the school
- Encourage pupils to take responsibility for their own behaviour and achievements
- Be used to provide opportunities for parental involvement
- Increase pupils self esteem
- Dramatically reduce negative behaviour

Staff should:

- Make sure it really is rewarding (motivator) - something the children like
- Apply it consistently and fairly, especially in the early stages



- Apply as soon as possible after the behaviour (or at least give a token of the reward to come)
- Child must know exactly why the reward is given

There are a number of ways to reward – to give positive recognition to- individual pupils

- Praise - by any member of staff - not just the class teacher
- Stickers
- Shoutouts in assembly time
- Dojo points
- Certificates
- Positive notes and phone calls home
- Special privileges
- Behaviour awards

The most meaningful and effective means of positive recognition a pupil can receive is a teacher's own praise either verbally, or with a visual signal. To make the praise as effective as possible, staff ensure that it is personal, using the pupil's name, genuine, reflecting own feelings of personal pride in a pupil's accomplishments and refers to something specific a pupil has done

Individual Rewards

- Smiling, praise, extra attention
- Child may choose favourite activity
- Child may be given a job of responsibility (in class, or playground).
- Show work to another teacher, to tell about good behaviour
- Show work to Head Teacher
- Use of stickers, Use of reward certificate to be taken home -
- For pupils with SEBD, rewards will need to have a reward system tailored to meet their needs (Reward intervals will need to be shorter).

Celebration Assembly- Seren Yr Wythnos

This takes place on a Friday and is a celebration of all the effort, achievements that have taken place throughout the week. All staff and pupils attend and certificates and stickers are presented for a variety of reasons including good work, attendance, values and good behaviour. Pupils sit in their classes and verbal praise is given for wearing



uniform, excellent effort with singing and it is a public opportunity to praise and celebrate pupils who have a certificate.

Attendance Awards

Stickers are given to 100% attendance pupils at the end of every half term. These are given out in assembly by Mrs Cole.

Proactive measures at Gellifaelog (To support children with behaviours and emotions)

Nurture

At Gellifaelog Primary School we understand that not all of our learners are ready to access the academic timetable at the beginning of each day and also that not all of our learners can successfully complete a whole day in their mainstream classroom. Therefore, at Gellifaelog Primary School we offer a selection of our learners quality time in our Nurture Room.

Nurture, as its definition suggests is 'to care for and protect someone or something while they are growing' is intended to give our selected learners a place to settle before eventually returning to their mainstream classroom to continue with their academic studies.

Children sometimes face challenges, like all of us and our team of staff are trained to support them and their families during this time. For some children there may be an obvious reason why they need a bit of extra support. This might be bereavement, family break down or an identified medical condition such as ADHD. For others, there can be no obvious trigger to why they are finding some aspects of school and/or home life difficult. Nurture aims to help children overcome these difficulties and setbacks building self-esteem, self-awareness, creativity, compassion and resilience, to have a positive place in society and to know they are safe, special and appreciated.

We also understand that not all learners will not have access to a substantial breakfast at home due to certain circumstances. Nurture will aim to provide our morning attenders with an opportunity to have toast, cereal and a drink before they begin the school day.

Alternative access to Nurture

Some children that display challenging behaviours, aren't able to manage their emotions in class and sometimes need to be moved to a different environment. On these occasions, some children are able to visit Nurture for a break, to help regulate their emotions and behaviours. Their class work should be taken with them, and completed with the support of a member from the Nurture team.



Entry Criteria (Full details on “Nurture Graduated Response” Document)

1. Staff to complete a BOXALL assessment and BOXALL plan prior to entry.
2. Some children that display challenging behaviour are identified throughout the year. The teachers are then able to request for these children to access Nurture. Teachers must have completed a one page profile, BOXALL profile and PBS record in order for these children to be given a space in the intervention.

Sanctions

- Sanctions should be considered based on individual circumstances, situations, and the antecedents (What has happened in run up to the behaviour seen)
- A hierarchy of sanctions from mild to severe are available and should be followed to prevent an inappropriate sanction being applied to any pupil.
- Any sanction will lose its effect if over used.
- Staff should avoid by-passing lower sanctions so that the next step is always available and the Head teacher does not find themselves forced to implement an extreme measure for lack of alternatives. The Headteacher will use his discretion to consider lower sanctions first if not explored.
- Similarly staff should avoid threats or statements that leave the Head teacher with no room to manoeuvre. The threat of the next sanction should act as a deterrent and a motivation to improve behaviour. No child should be sent to the Headteacher or Deputy Head teacher for minor breaks of rules.
- In all disciplinary actions it is essential that the pupil understands fully that it is the behaviour that is not acceptable rather than the pupil as a person (Hate the sin, love the sinner).

Internal Warning System

- Pupils should be advised with:
- A warning that continued inability to follow the rules could lead to a consequence.
 - Warnings should be swift, clear and private to the pupil wherever possible.
- A second warning should be provided (Unless the action is severe or causing immediate danger.)
- The pupil should be spoken to away from the full class to explain the consequence of actions.



Procedures for Dealing with Pupils with continued Challenging Behaviour in Mainstream

Having followed the discipline procedures as outlined above, for children exhibiting more challenging behaviour, a further system is in place. We use **Positive Behaviour Support Strategies** and collate the following information on each child who is exhibiting more challenging behaviours:

- A scatter plot detailing what the types of behaviours are and when they occur.
- A STAR analysis chart detailing what the possible function of behaviour could be. (Sensory, Escape, Attention, Tangible).
- A functional analysis of the Scatter plots and STAR charts is then completed to discuss what the possible triggers could be.
- Risk Assessments detailing the risk to self / others or the environment.
- A BOXALL assessment is completed on the child to identify strategies to work on with the child. These are linked to the child's quick support plan.

See PBS Flow Chart

Restrictive Practices

Must be for the safety of the child, other children or staff,

*After any incident a Recovery Time must be given and a Recovery Plan followed. The following procedure must be followed.

Step 1

- a. Staff members and Head to discuss the issues.
- b. A meeting with parents follows when issues will be shared and possible actions explored. Parents will already have been made aware of concerns about behaviour by the class teacher and this phase will be built on actions previously taken.
- c. Diary to be kept on Edukey for two weeks following discussion with parents and child, together or separately. Behaviour to be reviewed at the end of the two weeks. Home School book to be set up with parents support and a token reward system to be put in place in class.
- d. A second two weeks on diary to follow with a review at the end of this period. If improvements have been made on Edukey will be discontinued. If not the process moves on to the next step.
- e. A simple plan for improving behaviour to be put in place, i.e: teaching behaviour skills in structured sessions, monitoring systems and processes that are in place and a plan put in place to ensure children are supported.
- f. Reflection time built in after an incident has happened to see if things could have been dealt with differently to improve the quality of life of the children
- g. An alteration to the curriculum may be made to ensure children are supported to improve their behaviour.

Step 2

- a. Staff member, Head and parents to meet and discuss issues. It is at this stage that outside agency support may be requested.



- b. Behaviour Support meeting arranged with parents, teachers and School Well-being Team to discuss concerns at home and in school.
- c. Observation of the child in class by behaviour support teacher and action plan generated with strategies to support.
- d. Behaviour Support HLTA to offer a block of sessions with individual children to work on their social and emotional skills.
- e. ALNCO to put in necessary referrals following the Behaviour support meeting- Early Help Hub, Educational Psychologist, Neurodevelopmental Team, Speech and Language, Counselling Exchange etc.
- f. Following an agreed period of time, usually within 6 weeks, a behaviour support review meeting is held to review action plan, support plan targets and discuss a way forward.

Step 3 – Exclusion

- a. By the time this step is reached a period of months may have elapsed. It is when all strategies and steps are exhausted that short periods of exclusion become the next phase for persistent low-level disruption but not for extreme events.
- b. If playtimes and dinnertimes are the flare points, parents may be requested to have their child at home for dinner for fixed periods starting with one week out. If parents do not co-operate with this then full day fixed term exclusion becomes the next option.
- c. The local authority procedures with regards to exclusion will be followed.
- d. While children are excluded they must have work provided by the class teacher at the appropriate level.
- e. Risk assessments are completed by the class teacher and the Behaviour Team for children if they pose a danger to themselves, another person or cause harm or damage to the environment.
- f. On return to school the parents of excluded pupils must meet with a member of the SLT to discuss the incident and what is expected from the child and the school. A plan may be created to teach the child the appropriate way to deal with similar situations in the future.

Step 4 – Referral to Alternative Provision

Throughout these steps teachers will employ both reward and sanction strategies and Positive Behaviour Support principles as outlined in this policy. In the case of these failing to have an impact or sustain improvement other sanctions will need to be explored throughout the whole process and need to be supported by the parents. A consistent approach both in school and between school and home is important. (Refer to the LEA guidance on fixed and permanent exclusions).



If an alternative provision is required the following graduated response needs to be taken into account before following the LEA guidance on Placement in Specialist Provision:

- involvement of parents/carers and child
 - relevant and purposeful school funded intervention at school “Differentiation Plus” (DIFF+)
 - the implementation of at least two IEPs and PBS plans/Boxall plans at DIFF+
 - monitoring of the child’s progress over a period of time (covering at least two **reviewed** Individual Education Plans (IEPs)/Individual Behaviour Plans (IBPs) at DIFF+
-
- enhanced DIFF+ interventions implemented by the School Well-being Team, input from Education Psychology Service and Learner Support Service. This should include access to packages of support from the Learner Support Service for Learners with Autistic Spectrum Disorder; emotional, behavioural and social difficulties; speech and language difficulties; specific learning difficulties; hearing impairment; visual impairment; and physical/medical difficulties.
 - involvement of a specialist service, including evidence of any changes in strategies and programmes as a result of specialist input and monitoring
 - identification of need over a period of time and recording of detailed assessment information at regular intervals
 - clear indication of the impact of the strategies in place on the child’s learning and/or behaviour.

Following receipt of the specialist provision referral along with all of the advice to support a request for specialist placement, evidence is considered at the Specialist Placement Panel. Evidence provided on each individual case is considered by the Panel and a collective decision made. The decision is based upon the evidence provided to the Panel using the placement criteria.

The Panel outcome is recorded by the ALN Statementing Officer and written confirmation of the Panel’s decision is sent to the school or pre-school setting, for them to discuss with parents/carers. The Panel will consider the level of the child’s difficulties and the special educational provision required.

PBS

Training will be required by new staff to initially collect information, write support plans and to ensure accuracy and consistency. This can be done either whole school, or individually by staff who have already received Positive Behaviour Training.

Currently staff trained are:
Kayleigh Eynon (PBS Lead)
Emma Morris (Nurture)
Katie Jones (ALNCo)
Elise Serrano
Kate Mathias
Samantha Prosser



Matthew James
Lauren Waythe

The data base will provide the evidence required to ensure that provision for pupils is matched to their needs at the time

Lunchtime - Supervisors Responsibilities

Supervisors deal with misdemeanours reported to them. Discipline issues dealt with at dinnertime do not need to be dealt with by the teaching staff as well. The same system is used for both rewarding pupils and hierarchy of sanctions. Supervisors discuss major incidents.

- Policy reviewed and rewritten by L Waythe 2022

Appendix 1

Our School Rules

Following discussion with the staff and children, we have adopted a simpler way to remember our school rules:



Ready



Respectful and Kind



Safe





Behaviour usually dealt with by the classroom teacher.	Positive strategies used as part of the management of the classroom
• Teasing • Talking out of turn • Pushing in • Shouting out • Avoiding work / wasting time • Being noisy • Name calling • Arguing • Stopping others from working / playing • Spitting • Play fighting • Inappropriate comments • Leaving the dinner hall with food • Running inside school • Put downs • Inconsiderate behaviour • Graffiti on books / files • Chewing • Inappropriate use of the internet • Using mobile phones • Not lining up correctly	• Proximity – standing near to the student • Non verbal signs • Giving choice • Change of activity • Clear explanation of required behaviour • Tactical ignoring of behaviour • Group responsibility • Giving verbal warning of consequence • Refocusing • Move seat / review seating plan • Isolate within classroom, if possible • Keep behind at end of the lesson • Break time detention



Where pupils are un-responsive to positive strategies they further strategies should be looked at.

More Serious Incidents	Strategies to be used	Other strategies available
• Failure to respond to positive strategies at orange • Disrespectful behaviour interfering with the learning of others • Telling lies. • Leaving the class without permission • Hitting another child • Arguing back • Rudeness to staff • Graffiti • Refusal to follow instructions • Use of inappropriate language • Aggressive play fighting. • Being in an area of the building without permission • Breaking school rules • Deliberate lying • Name calling – first instance • Defacing or destroying books or equipment • Persistent bad language • Throwing objects • Throwing food around the hall • Disrespectful behaviour towards any school member • Racial name calling	• Withdrawal of break / lunch to complete work • Note of apology written by the student • Seek advice from leadership team • Removal to another classroom within the curriculum area • Apology to staff • Discussion / letter home • Behaviour report • Behaviour Turnaround (lunchtime removal)	• Change of teaching group / class • Making up of missed work • Individual's behaviour contract with incentives • Parental involvement • Involvement of EWO • Involvement of other agencies



Where pupils are un-responsive to these strategies they should move to the next level.

More serious Incidents	Strategies to be used	Other strategies available
• Vandalism • Vicious Fighting • Deliberate injury to another pupil • Persistent refusal to comply with requests or instructions • Persistent racial abuse • Stealing • Physical abuse • Verbal abuse to all staff • Assault on any school member • Persistent bullying • Inappropriate use of mobile phones / technology / internet • Leaving school without permission • Throwing objects / furniture • Swearing – vicious directed at somebody • Malicious damage to school / staff property	• Behaviour report • Internal exclusion • Headteacher referral • Timetable modification • ALNCO intervention. Following attempts to rectify using other means of support and consequence, or in the most extreme of circumstances: • Fixed term exclusion • Referral to inclusion panel • Pre-permanent exclusion meeting • Managed move • Permanent exclusion	• Parental contact meeting • Governors Discipline Committee • EWO involvement • PSP • CAMHS • Other appropriate stakeholders • Police involvement

